

## JOB DESCRIPTION Class teacher

<b>NAME:</b>	<b>GRADE: MPS</b>
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<b>RESPONSIBLE TO:</b>	<b>Headteacher, Designated Line Manager</b>
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### **Job Purpose**

The education and welfare of all pupils of Shaw Wood Primary Academy. The postholder has particular responsibility for the education of pupils for whom they are timetabled to teach and responsible for including the planning, preparation and assessment of work for pupils who are absent, excluded or in isolation.

The duties outlined within this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. *It may be modified by the Headteacher in consultation with the post holder to reflect or anticipate changes in the job, commensurate with the salary and job title. The post-holder will be assessed against the relevant teaching standards which should be read in conjunction with this job description.*

### **Main Responsibilities**

#### **1. Set high expectations which inspire, motivate and challenge all pupils**

- 1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect
- 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of all pupils

#### **2. Promote good progress and outcomes by all pupils**

- 2.1 Promote high standards and be accountable for attainment, progress and outcomes for all pupils
- 2.2 Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- 2.3 Guide pupils to reflect on the progress they have made and their emerging needs and adapt classroom practice if necessary
- 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study

#### **3. Demonstrate good subject and curriculum knowledge**

- 3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interests in these subjects and address misunderstandings and misconceptions
- 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- 3.3 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- 3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- 3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
- 3.6 *Ensure all pupils have access to a broad, balanced and relevant curriculum*

#### **4. Plan lessons and teach well-structured lessons**

- 4.1 Impart knowledge and develop understanding through effective use of lesson time
- 4.2 Promote a love of learning and children's intellectual curiosity
- 4.3 Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- 4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching
- 4.5 Contribute to the design and provision of an engaging curriculum

#### **5. Adapt teaching to respond to the strengths and needs of all pupils**

- 5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively

- 5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and implement strategies to overcome these
- 5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching and learning to support pupils' education at different stages of development
- 5.4 Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- 5.5 *To plan for, direct and be responsible for the work of additional support personnel within the classroom to ensure that support impacts on the learning of pupils*

**6. Make accurate and productive use of assessment**

- 6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- 6.2 Make use of formative and summative assessment to secure pupils' progress
- 6.3 Use relevant data to monitor progress, set targets, and plan subsequent lessons
- 6.4 Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- 6.5 *Make accurate and productive use of assessment in line with the expectations of the school*
- 6.6 *Make effective use of a range of assessment for learning techniques to measure progress in lessons*

**7. Manage behaviour effectively to ensure a good and safe learning environment**

- 7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in both in classrooms and around the school, in accordance with the school's behaviour policy
- 7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- 7.3 Manage classes effectively, using approaches which are appropriate to pupils needs in order to involve and motivate them
- 7.4 Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary

**8. Fulfil wider professional responsibilities**

- 8.1 Make a positive contribution to the wider life and ethos of the school
- 8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- 8.3 Deploy support staff effectively
- 8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- 8.5 Communicate effectively with parents, *and external agencies* with regard to pupils' achievements and well-being

**9. Subject Leadership**

- 9.1 Take responsibility for the leadership and management of a subject area as agreed by the headteacher
- 9.2 To promote and provide, as appropriate, INSET, professional development and training opportunities for colleagues, when required
- 9.3 Demonstrate a critical understanding of developments in the subject
- 9.4 Responsibility for monitoring the provision, practice and progress of the subject throughout the school and report outcomes to SLT and governors when required
- 9.5 To write, implement and monitor development plans
- 9.6 Ensure that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- 9.7 Use and integrate a range of technologies effectively and efficiently

### **Personal and Professional Conduct**

**A teacher is expected to demonstrate consistently high standards of personal and professional conduct both in and out of work. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career**

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **Values**

- Makes the education of pupils within the school the main purpose of their role
- Accepts accountability for achieving the highest possible standards in their own work and conduct and to be able to be self-critical and reflective
- Acts with honesty and integrity at all times
- Is able to forge positive professional relationships

### **GENERAL**

#### **Safeguarding/Child Protection**

- Understands, accepts and follows the school's Safeguarding / Child Protection procedures in order to protect the safety of all children and vulnerable adults.
- To report matters of concern in line with the school's procedure

#### **Confidentiality**

- To ensure confidentiality of the school's activities is maintained in order to protect the integrity of the organisation and its stakeholders
- To comply with the relevant electronic communication, safety and confidentiality updates and GDPR

#### **Self-Development**

- To continually seek development opportunities in order to improve personal performance
- Comply with and actively take part in the school's appraisal cycle

#### **Communication**

- Understands own responsibility to be up to date with internal school communications such as staff meetings and email

#### **Flexibility**

- To carry out such other duties as may reasonably be required from time to time to meet the evolving needs of the academy at the direction of the Headteacher/designated manager/management team

Name: \_\_\_\_\_ (please print)

Signed: \_\_\_\_\_ (employee)

Date: \_\_\_\_\_

Name: \_\_\_\_\_ (please print)

Signed: \_\_\_\_\_ (manager)

Date: \_\_\_\_\_